

The Wisconsin Teaching and Learning Collabratory



WISCONSIN
DEPARTMENT OF
**PUBLIC
INSTRUCTION**



We will begin at 3:30.

For better audio quality, call in at 1-855-947-8255

Participant code: 7354689#

Please mute your phone by dialing *6

For technical assistance, please call ICS Helpline -
1-800-442-4614 or 608-262-3399

Situate WTLC within district-wide professional learning initiatives

- Confer with DPI on November 20 to talk through how you have applied or you are planning on applying the learning from WTLC within your district

Start with your data

Understand the need for having an instructional framework

Look at two instructional frameworks

- LESRA
- Gradual Release of Responsibility



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Data

I am able to deliver instruction that...	Grade Band			
	PK-2	3-5	6-8	9-11
Feels Confident and/or Can Be Resource (Rank Order from Least Confidence to Greatest Confidence)				
...plans for students' conceptions and misconceptions or misunderstandings.	6	6	7	11
...attends to general academic and domain-specific words.	7	8	10	12
...is scaffolded with instructional practices and strategies within an instructional framework that aligns to the Wisconsin Guiding Principles for Teaching and Learning.	1	1	1	1
...uses whole-class, small group and individual instruction purposefully to facilitate learning.	9	9	6	7
...uses culturally responsive research, evidence-based instructional practices and strategies.	5	5	4	4
...represents information in multiple ways.	11	13	12	9
...engages students in multiple ways.	14	11	11	10
...uses the results of formative assessments to plan interventions and/or additional challenges for students.	4	4	5	5
...uses grade-level appropriate resources.	12	14	14	13
...uses resources and materials to deepen learning.	8	10	8	6
...optimizes access to technology and media to deepen learning.	2	3	2	3
...uses assistive technology, as appropriate.	3	2	3	2
...allows students to be flexible, make choices, take initiative, interact with others, be accountable and be a leader.	10	7	9	8
...uses age appropriate resources to teach grade-level standards.	13	15	13	14
...uses reflection to inform instruction.	15	12	15	15

Data

I am able to deliver instruction that... Needs Professional Learning (Rank Order from Greatest Need to Least Need)	Grade Band			
	PK-2	3-5	6-8	9-12
...plans for students' conceptions and misconceptions or misunderstandings.	9	6	10	9/10
...attends to general academic and domain-specific words.	4	3	6	5
...is scaffolded with instructional practices and strategies within an instructional framework that aligns to the Wisconsin Guiding Principles for Teaching and Learning.	1	1	1	1
...uses whole-class, small group and individual instruction purposefully to facilitate learning.	14/15	13	9	9/10
...uses culturally responsive research, evidence-based instructional practices and strategies.	2	2	3	2
...represents information in multiple ways.	10	8	14	14
...engages students in multiple ways.	11	11	12	11
...uses the results of formative assessments to plan interventions and/or additional challenges for students.	5	10	4/5	4
...uses grade-level appropriate resources.	14/15	14/15	15	15
...uses resources and materials to deepen learning.	13	14/15	13	13
...optimizes access to technology and media to deepen learning.	8	9	4/5	6
...uses assistive technology, as appropriate.	3	4	2	3
...allows students to be flexible, make choices, take initiative, interact with others, be accountable and be a leader.	7	5	8	7/8
...uses age appropriate resources to teach grade-level standards.	12	12	11	12
...uses reflection to inform instruction.	6	7	7	7/8

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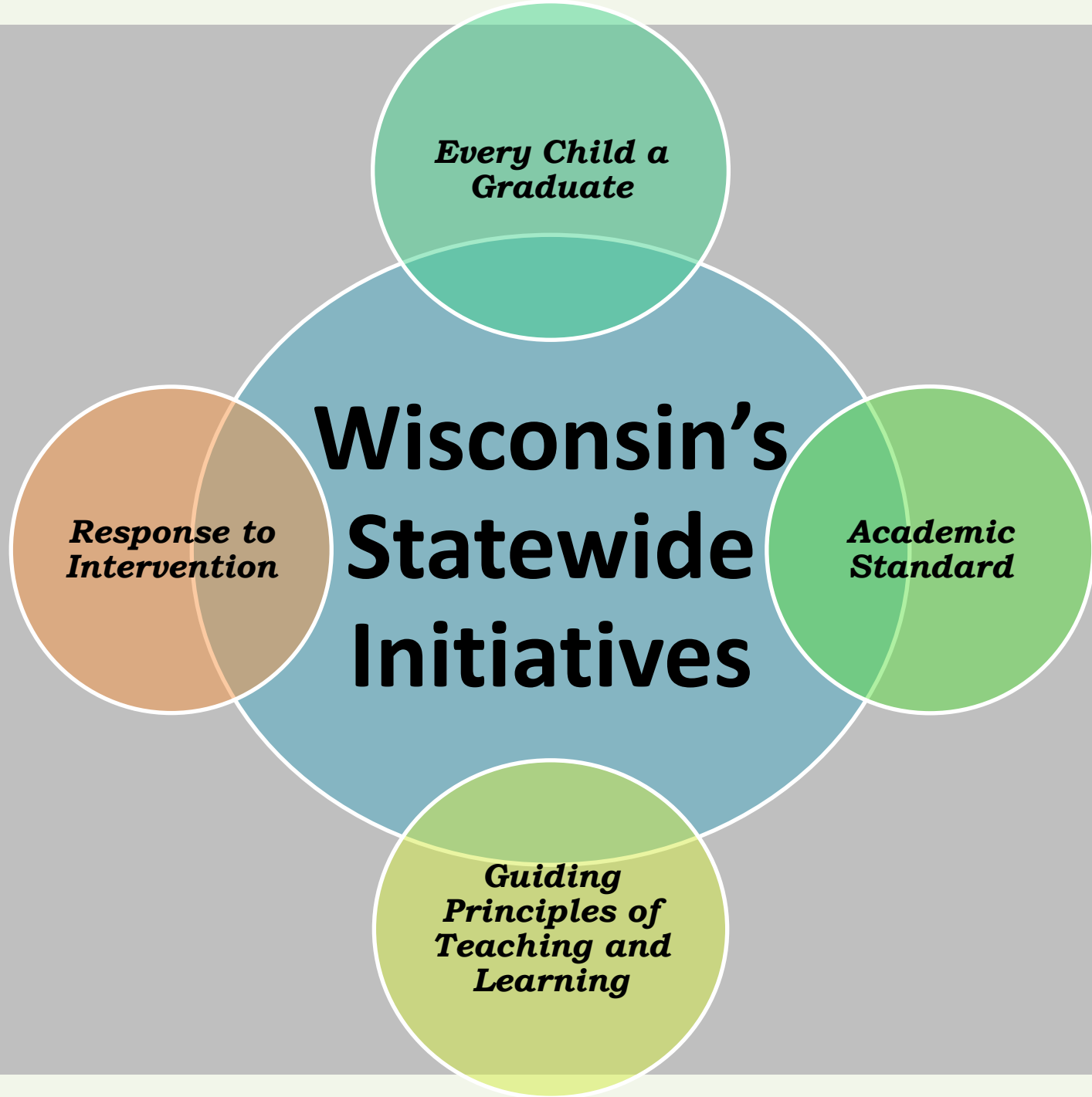
Start with data

Understand the need for having an instructional framework

Look at two instructional frameworks

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- Gradual Release of Responsibility





Wisconsin's Guiding Principles for Teaching and Learning

Responsive environments
engage learners.

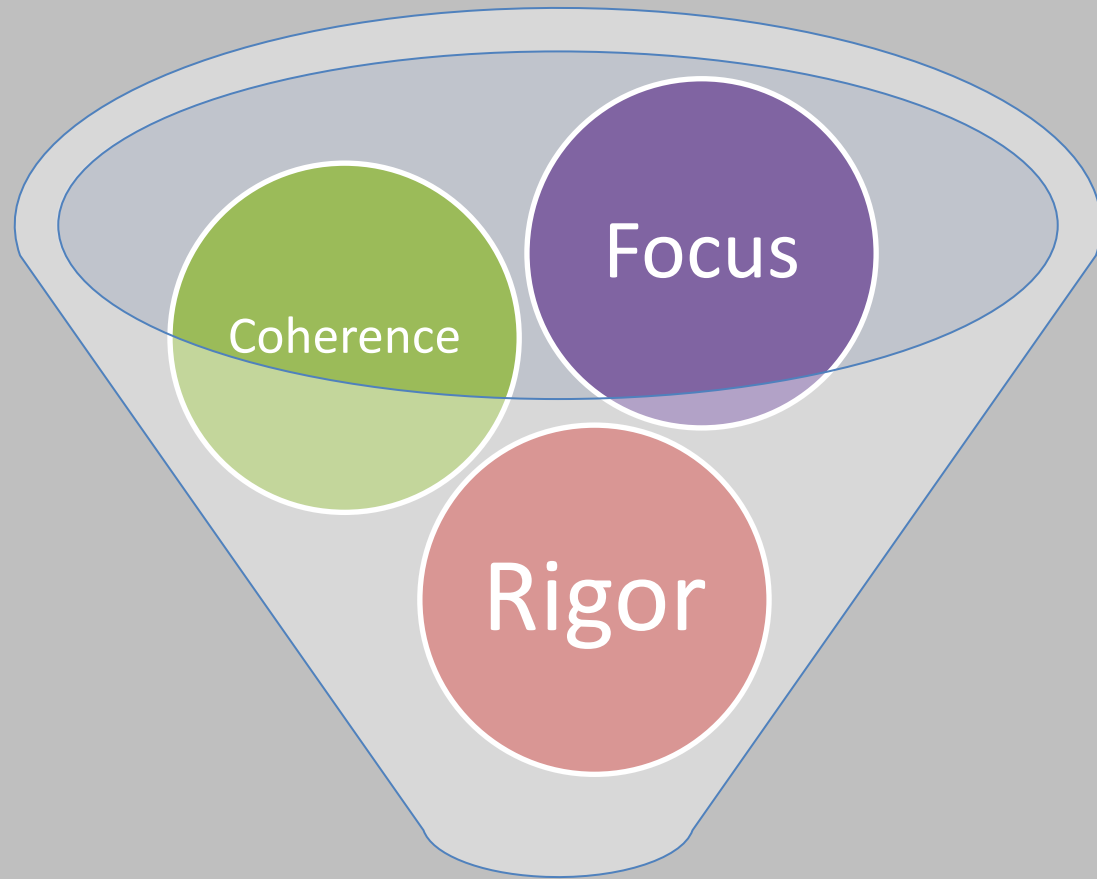
Every student has the right
to learn

Instruction must be
rigorous and relevant

Purposeful assessment
drives instruction and
affects learning.

Learning is a collaborative
responsibility.

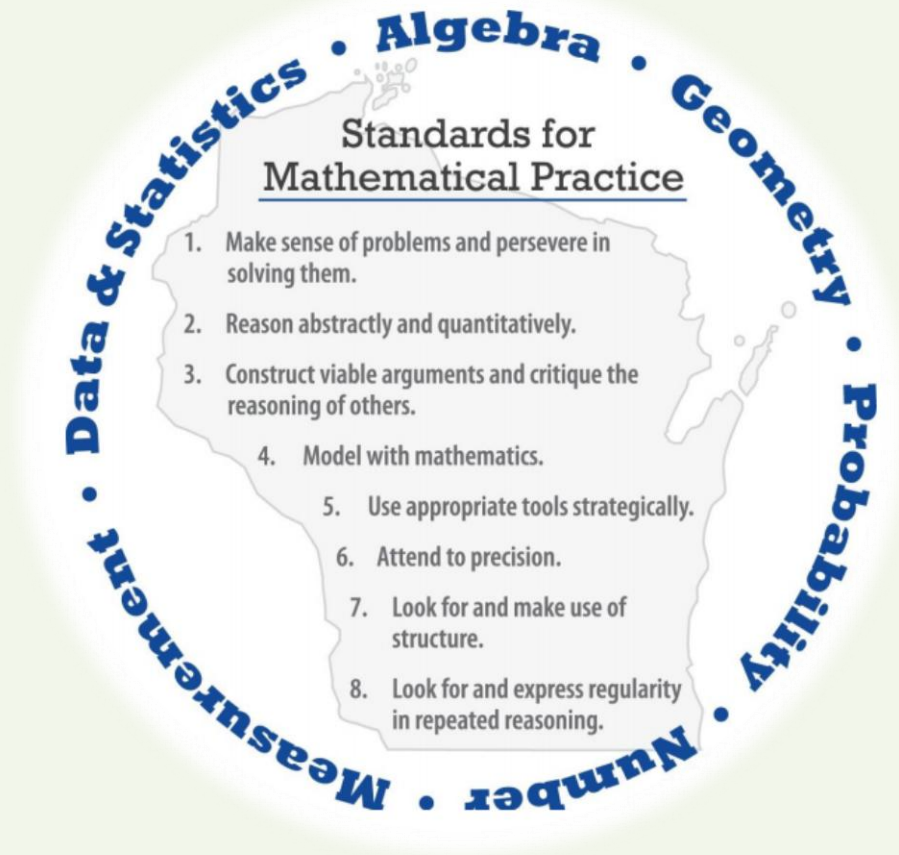
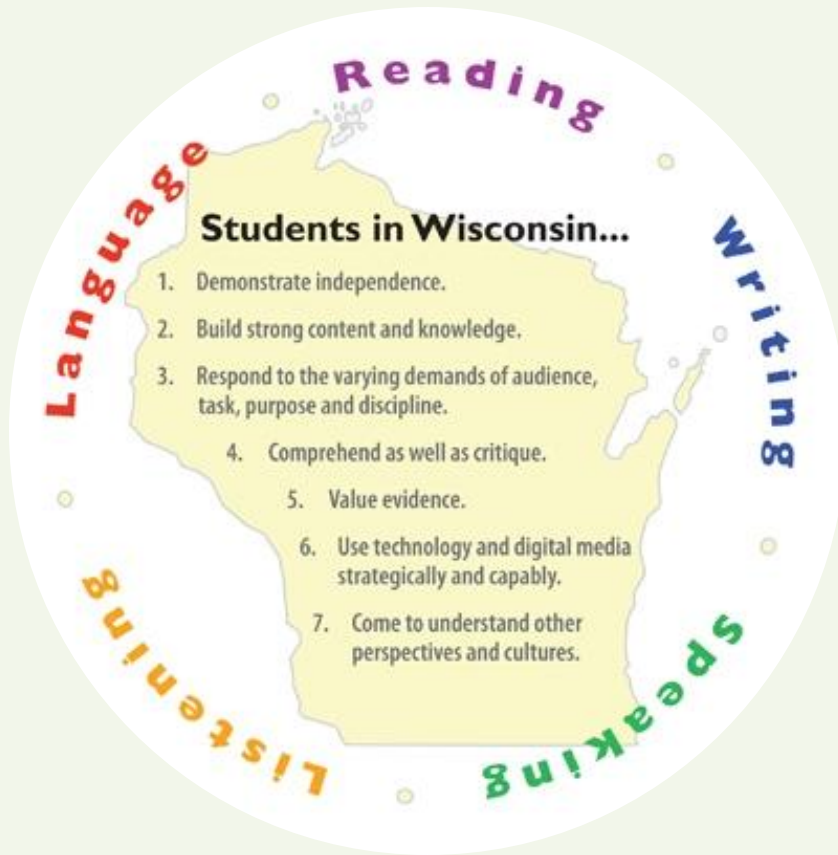
Students bring strengths
and experiences to
learning.



Shifts of Common Core State
Standards



Characteristics of Mathematically Proficient and Literate Students



Statewide Initiatives

Wisconsin's Guiding
Principles of Teaching and
Learning

Shifts in Common Core

Characteristics of
Mathematically Proficient
and Literate Students

Instructional
Framework



Turn and Talk

- Do you have an instructional framework? If so, which framework are you using?
- What are the benefits of having an instructional framework?



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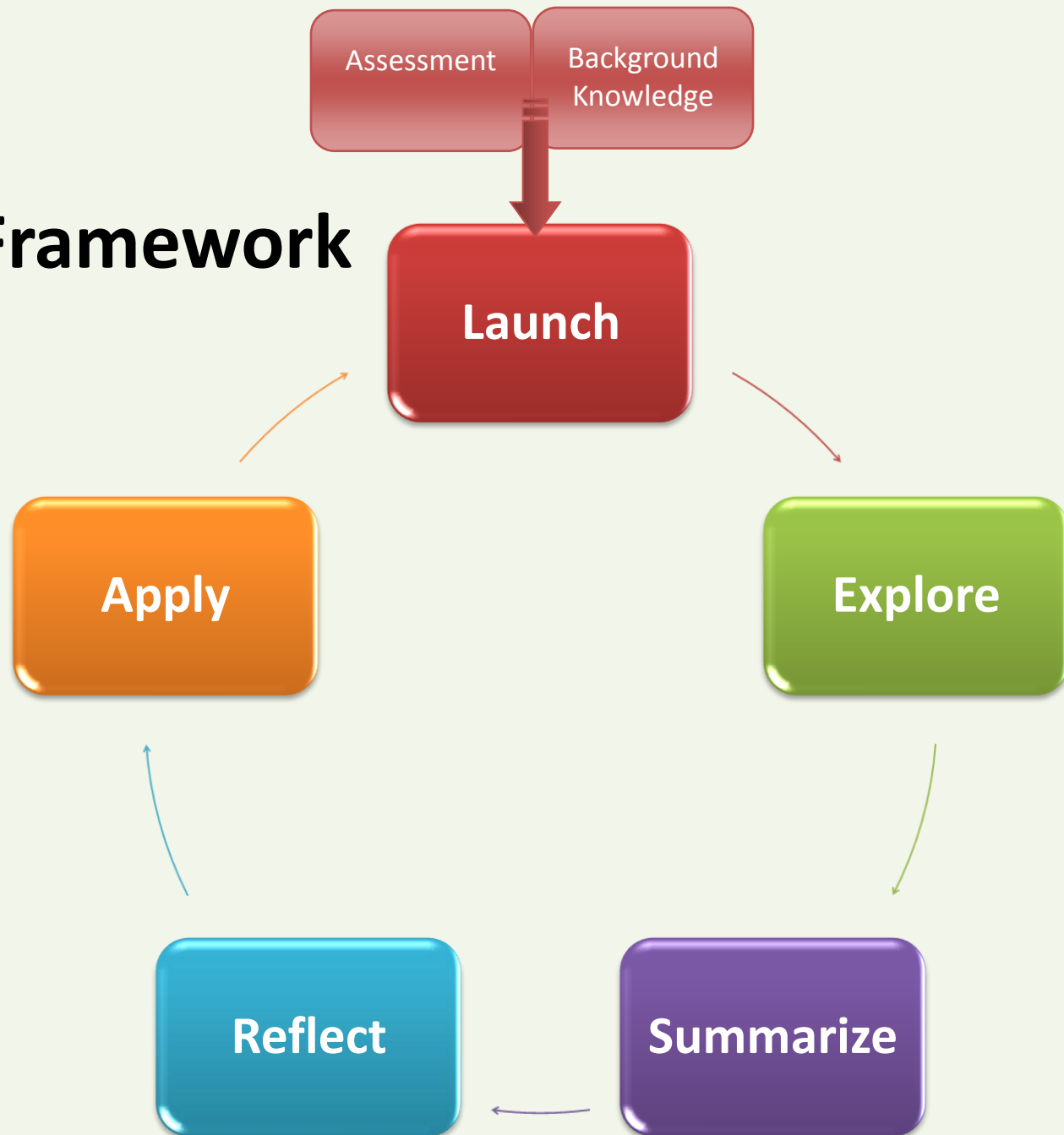
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LESRA Framework



Launch – Getting Students Involved

Look For's

- Activate Prior Knowledge
- Set the Stage
- Close Reading Strategies
- Informally Assess Students

Effective Launches

- Create Challenges
- Tell Story to Set Up a Problem
- Relate Problem to Students' Lives
- Vary from Day to Day
- Focus the Lesson

Non-Effective Launches

- Take Too Much Time
- Book Introduction is Read ALL the Time to Launch Lesson
- Teacher Does ALL of the Work
- Does Not Present Enough Information

Explore – Digging in Deeper

Look For's

- **TEACHER**
 - Questioning
 - Encouraging Thought
- **STUDENTS**
 - Sharing Ideas
 - Looking for Patterns / Making Conjectures

Effective Explorations

- Teacher Tracks Successes and Struggles of Students
- Students are Asking Questions of Each Other and Not Just the Teacher
- Teacher is **Constantly** Making Instructional Decisions
- Students are Persevering in Problem Solving
- Students are Recording Solution Paths in Their Notes

Non-Effective Explorations

- There is NO Variation in Group Configuration
- Students are NOT Held Accountable for Their Own Learning
- Teacher Does Work at Their Desk

Summarize – Tying All of the Math Concepts Together

Look For's

- Discourse on Similarities and Differences on Student Approaches
- Class Develops Rules and Generalizations About the Task That Was Completed
- Class Verifies Rules
- Conversations Involve the Entire Class

Effective Summarization

- Students Present and Share Ideas
- Students Debate the Effectiveness of Their Solution Paths
- The Mathematics is Related to Previous Concepts and Foreshadows Upcoming Ideas
- Discourse! Discourse! Discourse!

Reflection – Thinking About Thinking

Creating a Reflective Environment

- **TEACHER**
 - Models Metacognitive Behaviors to Students
 - Discuss Thinking Strategies with Students
- **STUDENTS**
 - Monitor and Apply Their Own Thinking
 - Process Their Own Goals

Apply – Bringing the “Real World” to Mathematics

Look For's

- **TEACHER**
 - Scaffold individual practice to meet the needs of all students
- **STUDENTS**
 - Using the mathematical concepts learned as they apply to real-world situation

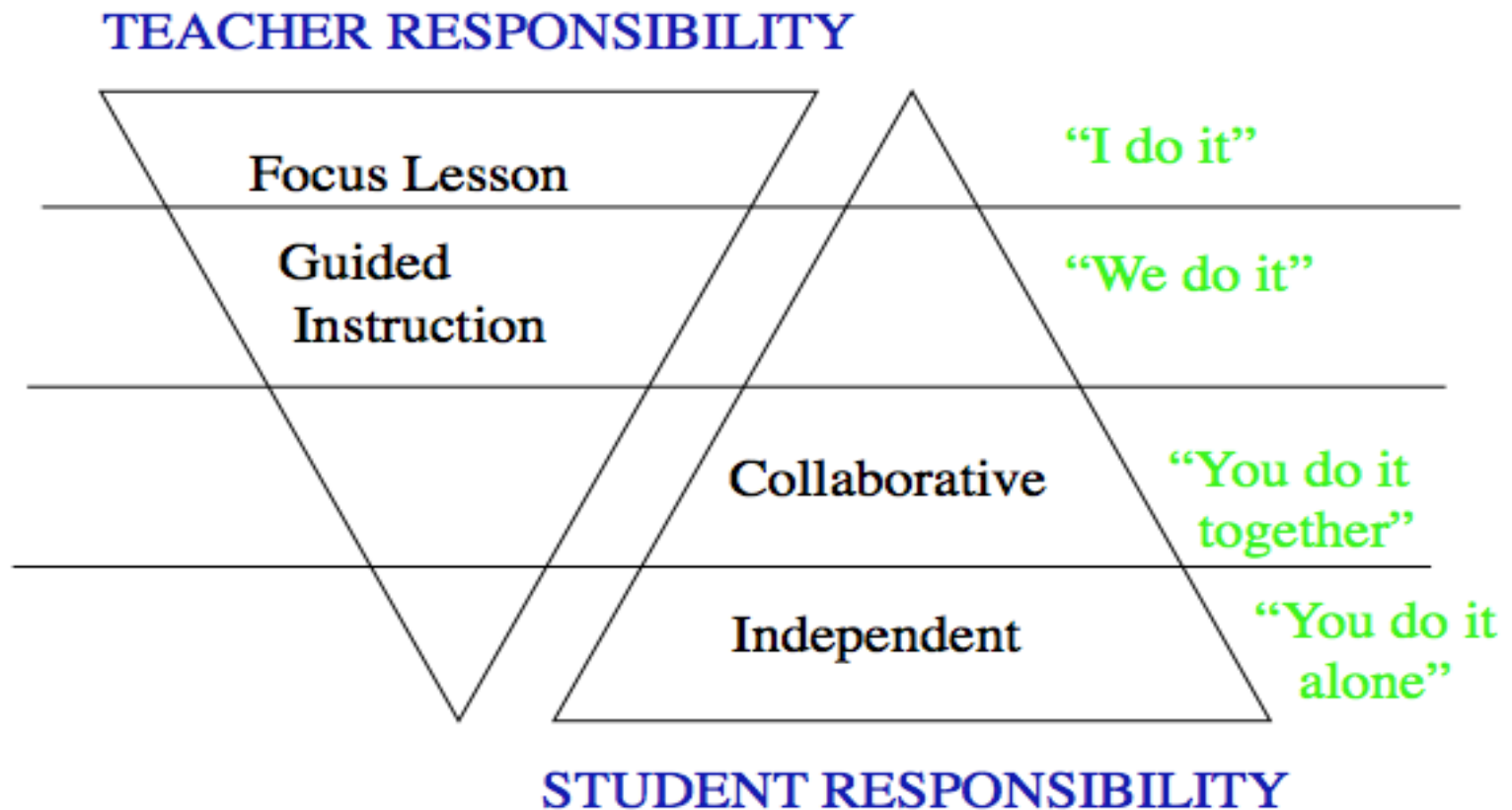
Questions to Consider

- Do examples and student exercises include many real, believable problem-solving situations that students can recognize as being important to their current or possible future lives?
- Do lessons, exercises, and labs improve students' reading and other communication skills in addition to mathematical reasoning and achievement?

How can teachers reach the goal of more "real-life" problems?

- Educators can use models that emphasize understanding, reflection and enable students to see mathematics in a concrete context that bridges to the abstract.

Scaffolding Instruction with an Instructional Framework



A Structure for Instruction that Works

(c) Fisher & Frey, 2006



Scaffolding Instruction with an Instructional Framework

TEACHER RESPONSIBILITY

Instructional Practices
Resources/Materials
Organize the Classroom
Grouping Students
Student Strategies

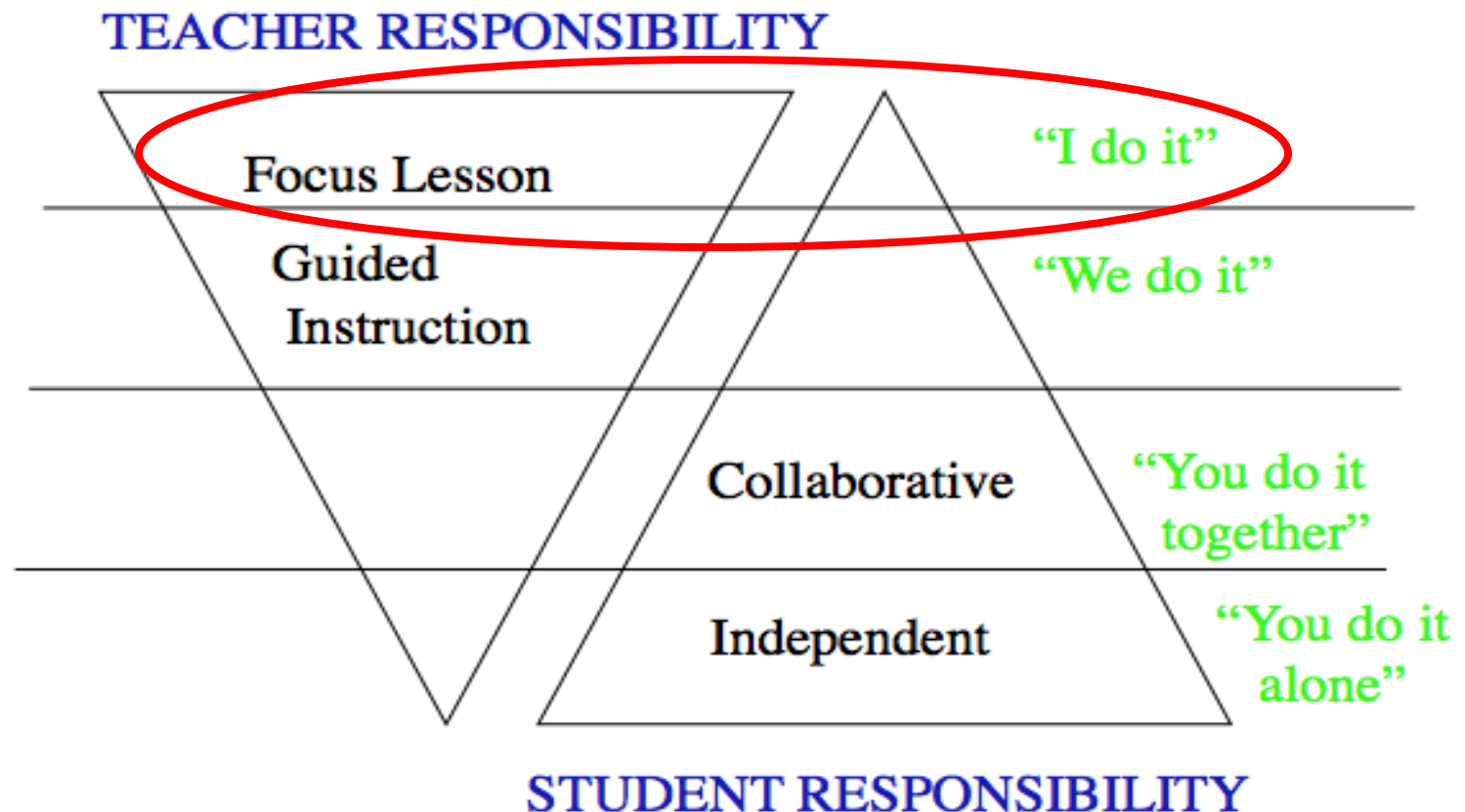
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instructional practices for Focus Lessons

Establish instructional purpose

- Students know what and why they are learning.
- Alerts learner to key ideas.
- Focuses attention.
- Maximizes learning time.

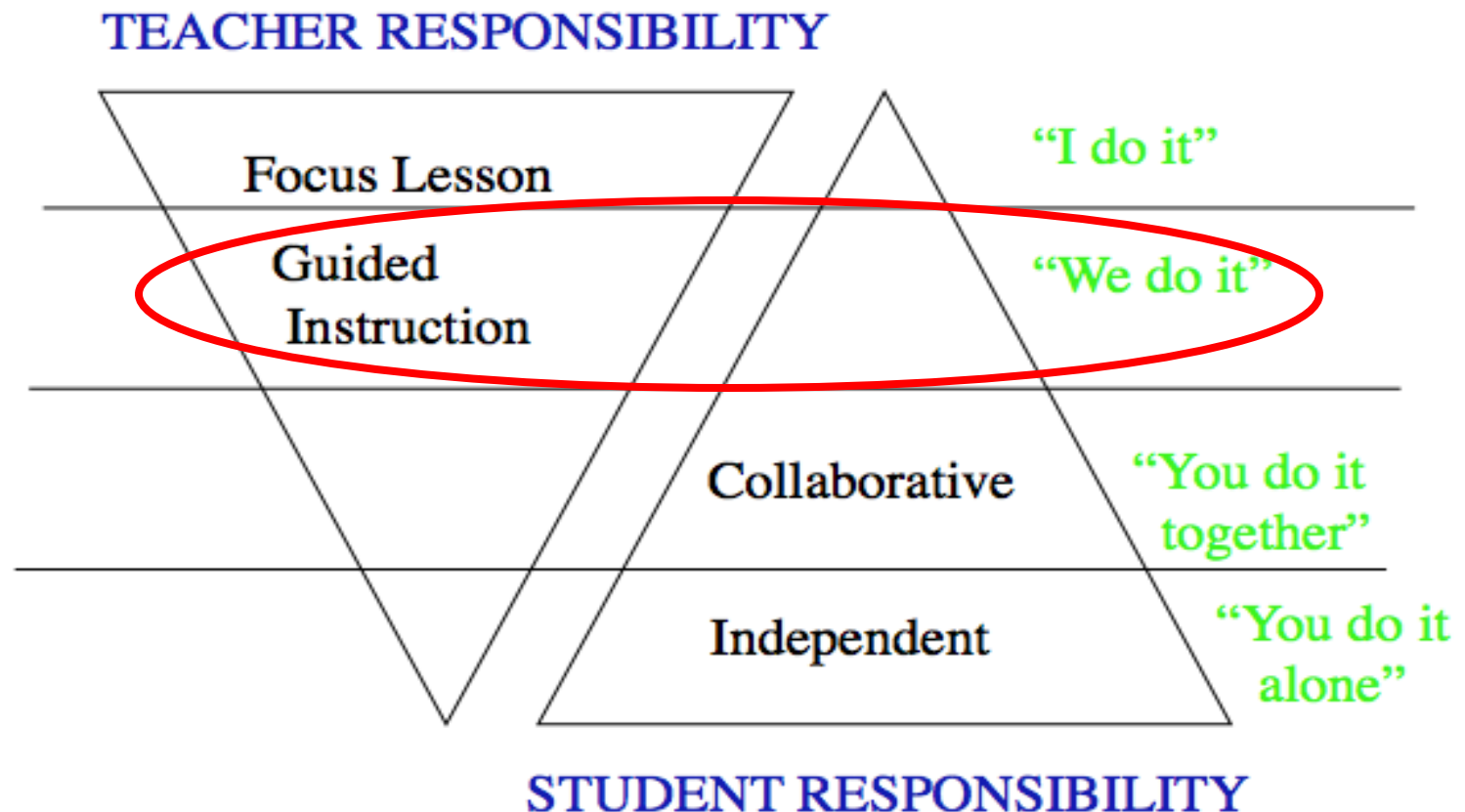
Read-aloud / Shared read

- Students hear fluent reading.
- Students have access to more complex texts.
- Students know the criteria for success.
- Students are guided through the text.

Think-aloud

- Students see/hear the thinking behind how to approach a task/topic.
- Students know the criteria for success.

Scaffolding Instruction with an Instructional Framework



A Structure for Instruction that Works

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instructional practices for Guided Instruction

Interrupted Read

- Students hear fluent reading.
- Students have access to more complex texts.
- Alerts students to key ideas.
- Focuses students' attention

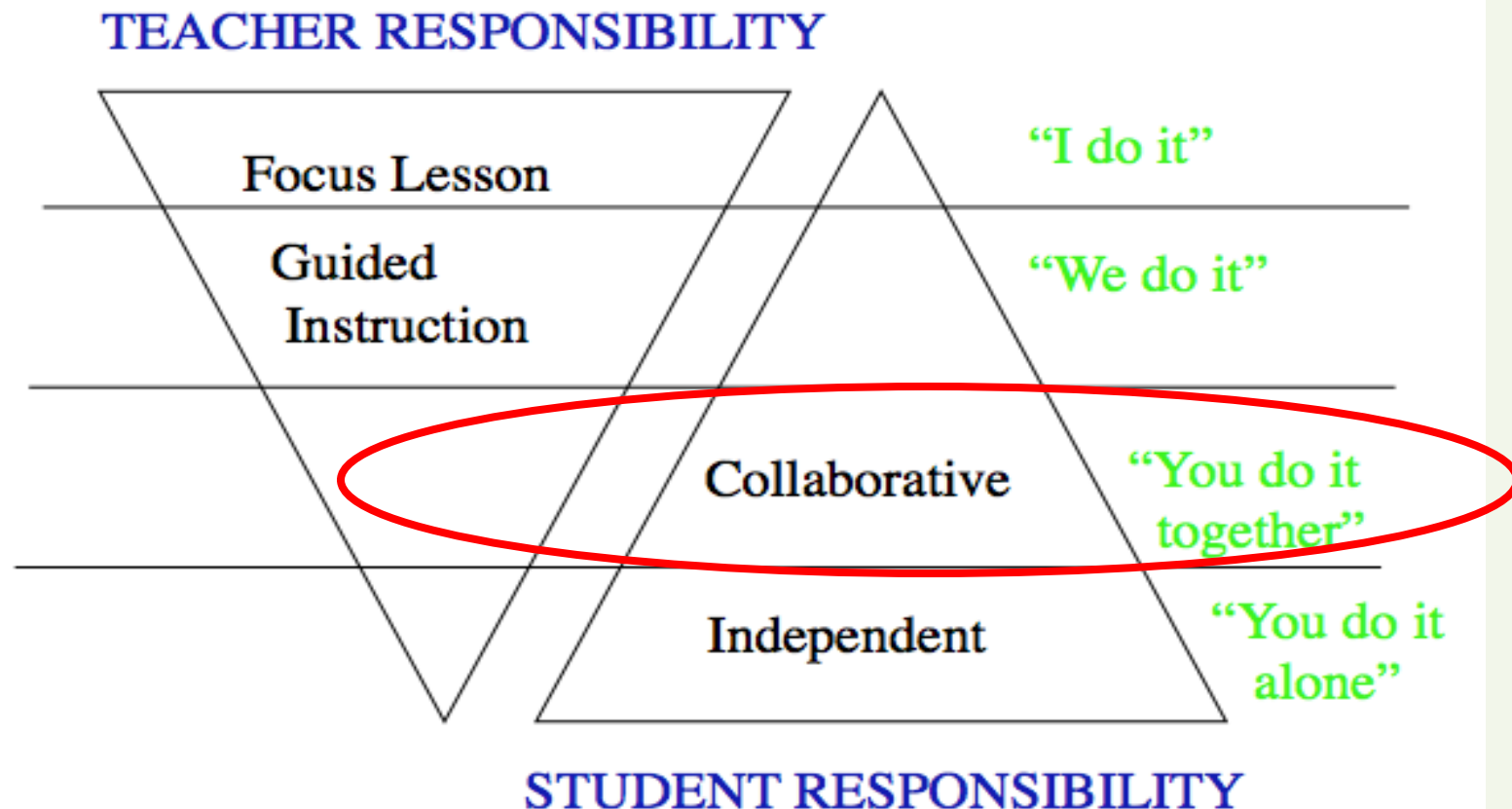
Guided Reading Groups

- Students access differentiated resources.
- Students receive guidance from the teacher.
- Students share and hear different perspectives.

Question, Prompt, Que

- Teachers increase scaffolds with questions, prompts, and cues to support student learning.

Scaffolding Instruction with an Instructional Framework



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instructional practices for Collaborative Tasks

Productive Group Work

- Students consolidate their understanding, negotiate understanding with peers, engage in inquiry, and apply knowledge to novel situations.

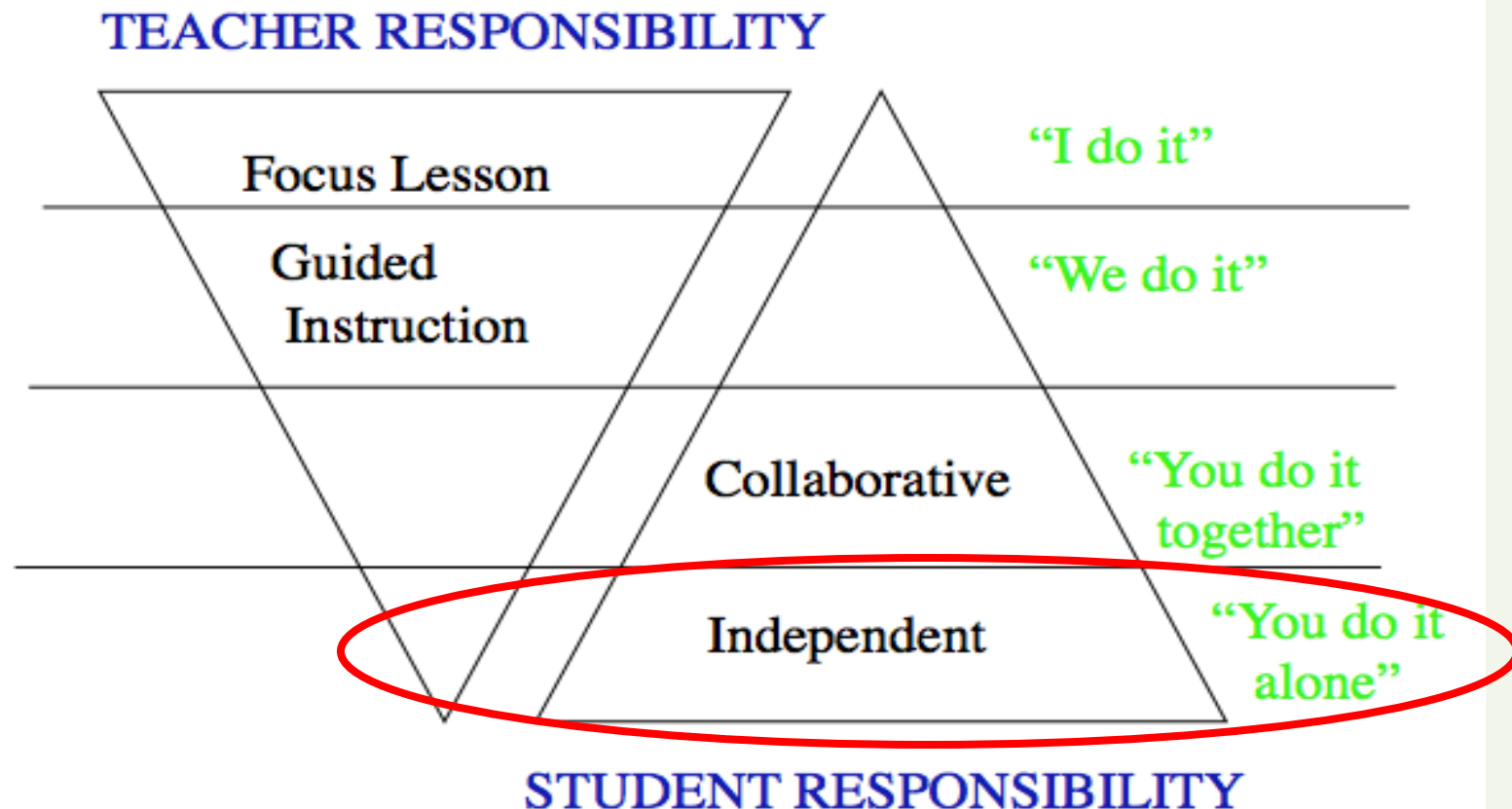
Conferring

- Teachers know what students know/don't know, and students receive feedback about their learning.

Feedback

- Students know where they are in their learning.

Scaffolding Instruction with an Instructional Framework



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instructional practices for Independent Learning

Use
exemplars,
mentor
texts,
rubrics/
scoring
guides

- Students know what proficiency looks like.

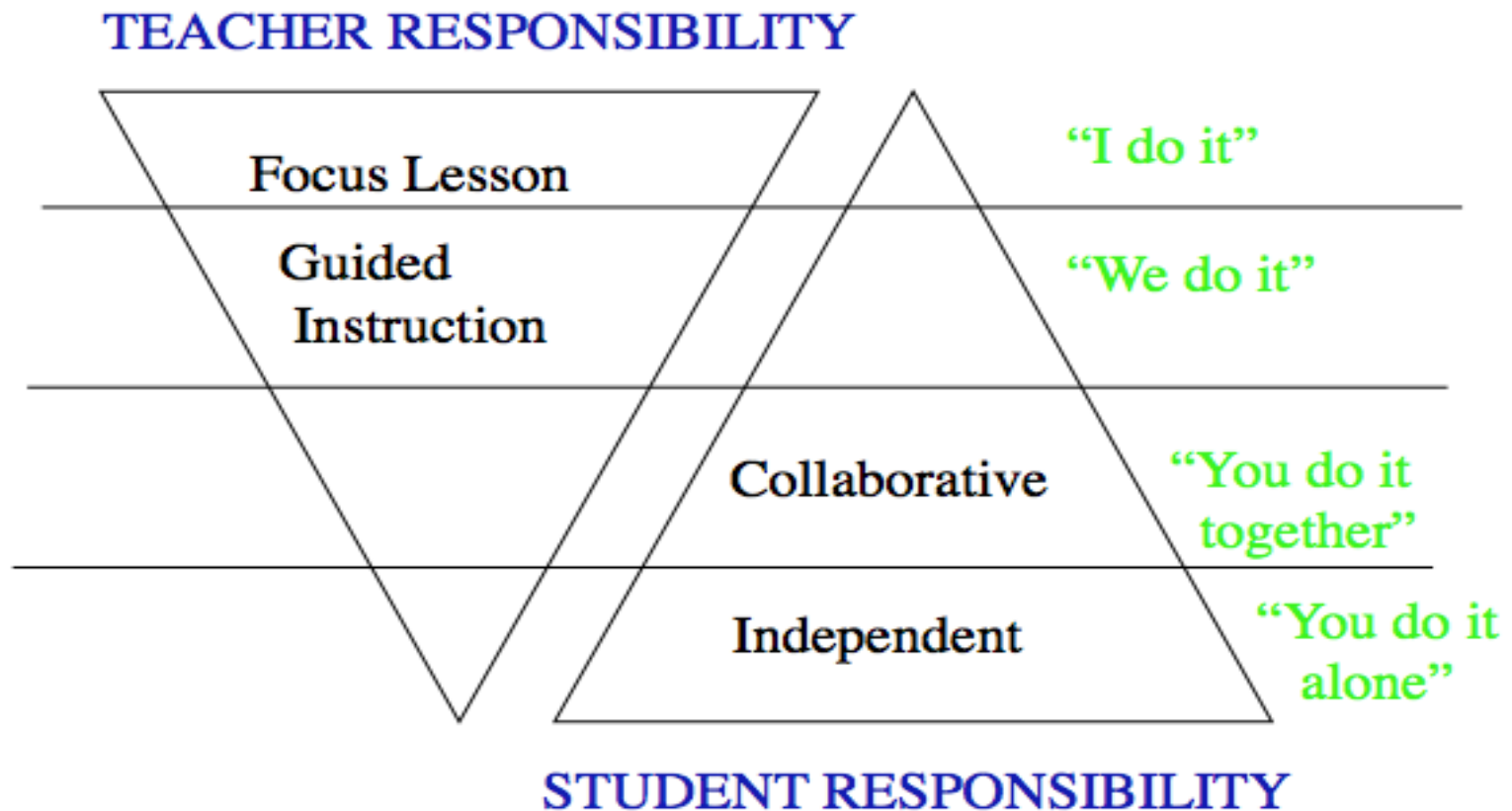
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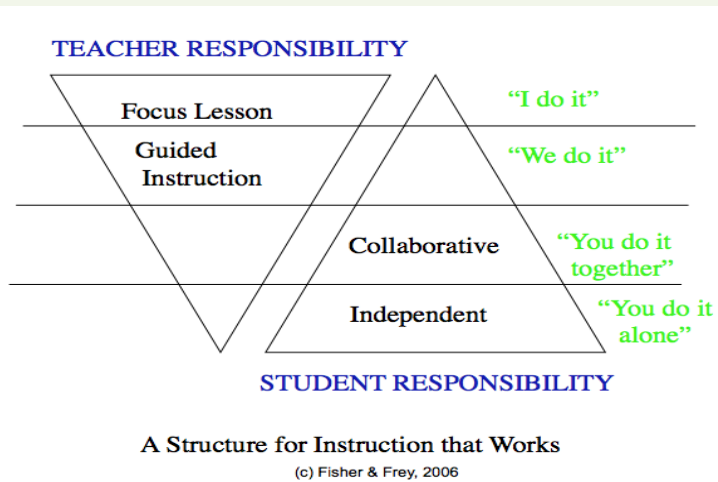


A Structure for Instruction that Works

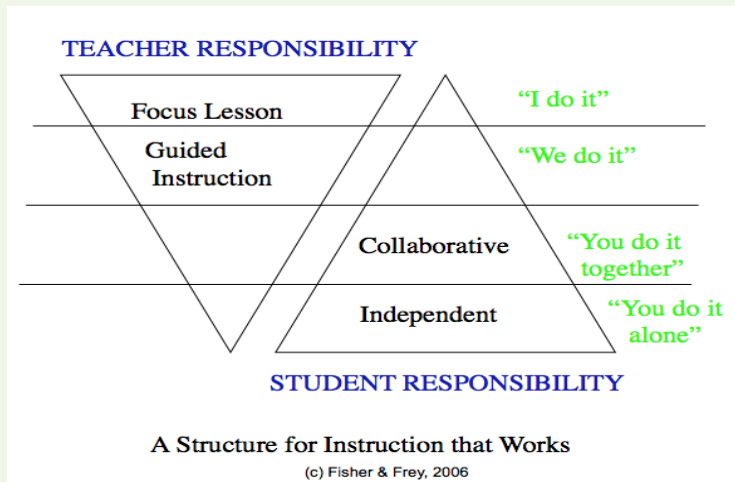
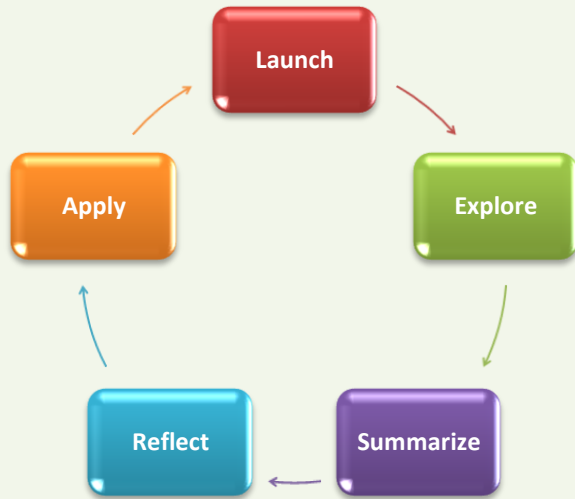
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What have you noticed about the two frameworks?



What are you still wondering about the two frameworks?



Application within a District

- Select a lesson plan.
- Look for elements of the instructional framework. Annotate your lesson plan.
- Look for the instructional practices, resources, classroom organization, grouping of students, and student strategies. Annotate your lesson plan.
- Reflect: What are the strengths of the lesson as far as instruction goes? What could you modify? What do you get rid of? What do you need to add?



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WTLC In-Person Meeting with Jay McTighe

- November 20, 2013
- <http://www.wascd.org/wtlcmembers>
- Registration fee is \$50 each up to 7 people; 8 + are \$100 each.
- Special room rate at the Marriott Milwaukee West Hotel in Waukesha is \$99 if they register by Nov 1.
- Bring materials to design units



WTLC In-Person Meeting with Jay McTighe

- Confer with DPI to identify strengths and areas of need for professional learning
 - Identify who will confer with DPI: district lead and/or designee
 - Bring information that illustrates how you have applied or plan to apply the learning from WTLC within your district



Thanks for Participating!

